

Educators' and Parents' Interaction in Developing Humanistic Qualities of Pre-School Children

Oleksyuk Oksana Yevhenivna

*Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of Pedagogy and Inclusive Education,
V.O. Sukhomlynskyi Mykolaiv National University, Mykolaiv, Ukraine
oleksjukoksana@ukr.net*

Kabakova Anna Mykhaylivna

*Master's Student of The Faculty of Preschool and Primary Education,
V.O. Sukhomlynskyi Mykolaiv National University, Mykolaiv, Ukraine
borukh1980@gmail.com*

Abstract

The article considers the problem of educating the humane qualities of the personality of preschool children in the cooperation of educators of preschool institutions with family. The new solution to the scientific problem of raising preschool children is presented, which is manifested in certain models of educating the humane qualities of senior preschool children in the process of cooperation between educators and families.

Key words: cooperation, humane qualities, personality, preschool children, educator, parents, family.

Problem definition. The modern family cannot independently solve the problems of forming the humane qualities of a preschool child.

The task of educators of preschool institutions in work with parents is to promote the creation of a single educational field, a single social environment. This is reflected in a number of documents regulating the system of modern relations between educational institutions and families (Laws of Ukraine "On Education", "On Preschool Education", "On Child Protection", "Basic Component of Preschool Education", etc.). Thus, the Law of Ukraine "On Education" [4] states that parents are the first teachers for the child. The Law of Ukraine "On Preschool Education" [3] states that the duty of the family is to promote the child's education in preschool and other educational institutions or to provide preschool education in the family. The Basic Component of Preschool Education in Ukraine defines that: "Family is a natural environment for a child's development. The participation of parents in the development of the child's competencies, involvement of families in the educational process of preschool education

institution confirms the position that each parent is responsible for the upbringing and education of the child, for the formation of a sense of human dignity "[1, p. 32].

Instead, the problem of cooperation between the preschool institution and the family in educating the humane qualities of the personality of preschool children has not been properly highlighted in pedagogical theory.

The main contradiction that arises in the implementation of the tasks of cooperation between the educator and the family is insufficient "separation" of spheres of activities, on the one hand, and the use of only traditional methods and forms of work with the family, while the other solution of tasks of co-operation of tutors and parents is necessary. It is not a question of complete abandonment of traditional forms of work with parents, but of their adaptation to modern conditions of education of humane qualities of the personality of preschool children.

Analysis of recent research on the problem. The issue of cooperation between the family and the preschool institution at the present time has been investigated in the works of A. Bogush, L. Boyko, I. Vlasenko, L. Vrochynska, Y. Hrytsay, O. Dokukina, Y. Zhuretsky, L. Zagik, O. Kovshar, N. Kot, T. Kravchenko, O. Kuchay, M. Mashovets, T. Pirozhenko, N. Starchenko, O. Urbanska, V. Shynkarenko and others; with different types of families (T. Gushchina, T. Zharovtseva, O. Semenog, I. Trubavina, N. Usmanova, T. Shulga, etc.).

Modern works by A. Bogush, N. Gavrish, O. Gurenko, V. Zarytska, L. Zdanevych, K. Krutiy, A. Kurchatova, N. Lysenko, and I. Rogalska-Yablonska, K. Romanyuk, Y. Rudenko and others are devoted to separate aspects of education of humane qualities of preschool children as a component of moral education.

The purpose of the article is to analyze an experimental study on the basic aspects of the organization of cooperation between educators of preschool education institutions and families on the education of humane personality traits.

Statement of basic materials. The formation of humanity as a quality of a developed personality always occurs under the influence of the environment. The problem of distinguishing the humane qualities of the individual among a number of universal human, spiritual or moral qualities today, in our opinion, is becoming quite relevant and is the subject of research of many modern scientists.

Signs of humanity are: respect, sensitivity, sense of justice, trust, self-criticism, courage. These qualities determine the semantic side of humanity, and such as politeness, tolerance,

flexibility, demanding, modesty, provide the optimal form of its external expression. These qualities in the structure of humanity are not a mechanical sum of parts, but a moving system, the components of which interact closely [2].

Three criteria and indicators for senior preschool students were developed to identify the levels of formation of humanity in accordance with the requirements of the Basic component and educational activity program.

In the ascertaining experiment with the help of diagnostic methods, conversations, solving pedagogical situations, questionnaires, the three levels of formation of humane qualities of children were revealed - high, average, low.

Criteria and indicators were: cognitive, activity and value.

Indicators of the cognitive criterion were: the formation of humane behavior, attitude to ethical norms and the manifestation of humane qualities. Indicators of the activity criterion were: the manifestation of humane skills, awareness of the rules of social behavior. Indicators of the value criterion were: independence and activity in a situation of moral choice, the aspiration for self-improvement, acquisition and development of humane qualities.

The data of the survey convinced us of the need to develop an effective system of work for the formation of humane qualities of children in cooperation with teachers of preschool education and the family in order to educate the humane qualities of children.

Questionnaire of parents on cooperation with teachers on the education of humane qualities of children showed that: 50% of parents agree with the statement about the need to form humane qualities of the child in preschool age; 50% of parents believe that preschool education institutions can play a central role in educating the humane qualities of preschoolers; 70% of parents consider it necessary to work on the education of humane qualities of children in preschool education.

To improve the cooperation of teachers with parents on the education of humane personality traits in senior preschool, we developed a formative stage of the experiment aimed at improving the process of cooperation between teachers and parents on the education of humane personality traits of senior preschoolers.

Taking into account that parents have different knowledge, experience and opportunities in the education of humane qualities of children together with the preschool institution, when drawing up a work plan, we have proceeded from the following provisions: parental education

should be developing; formation of practical skills on the basis of theoretical knowledge; individualization of work.

Work with parents was divided into three stages. At the first cognitive stage, parents were assisted in mastering the necessary theoretical knowledge. At the second, motivational stage, the acquired theoretical knowledge was consolidated, parents mastered pedagogical skills and abilities. At the third, correctional stage, the analysis of the effectiveness of the proposed system of pedagogical cooperation between preschool institution and the family in the education of humane qualities of children was carried out.

Various forms of cooperation were used in working with parents, such as: oral journal; Round Table; advertising of books and publications; evenings of questions and answers; individual conversations and consultations; poll; testing; pedagogical observation; evaluation cards; book of reviews; letters of frankness; individual conversations; conferences.

The main ways of pedagogical cooperation in the process of educating humane qualities of senior preschoolers were: activating children to various joint activities, providing positive emotional support in all spheres of children's life, implementing an individual approach, cooperation of children and adults in all activities.

Thus, the use of the method of cooperation has changed the attitude of parents to preschool education institution and, in particular, educators, and also promoted the increase of interest in pedagogical education and intensification of the desire to interact for the upbringing of children.

The experimental testing proved the effectiveness of the model of cooperation between educators and parents in educating the humane qualities of senior preschool children. As shown by the results of the control experiment, the number of high-level children in the experimental group at the beginning of the study was 20%, and the control group 40% of the control group, at the control stage of the experiment 40% - children of the experimental group, 40% - children of the control group. The average level was 30% of children in the experimental group and 30% of children in the control group, at the end of the experimental group the results were 40% and 30% of the control group. At the beginning, 50% of children in the experimental group and 20% of children in the control group had a low level, while at the end of 20% - the experimental group and 30% - the control group.

Conclusions. The main ways of pedagogical cooperation in the process of educating humane qualities of senior preschoolers were: activating children to various joint activities,

providing positive emotional support in all spheres of children's life, implementing an individual approach, cooperation of children and adults in all activities.

Prospects for further research are to develop the content and forms of cooperation of educators of preschool institutions with families of children of middle preschool age regarding the formation of humane personality traits.

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Translation of the title to the author's language

**ВЗАЄМОДІЯ ВИХОВАТЕЛІВ ТА БАТЬКІВ ДІТЕЙ ДОШКІЛЬНОГО
ВІКУ У РОЗВИТКУ ГУМАННИХ ЯКОСТЕЙ**